

Making Core Practices Come Alive: Part 2
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<input type="checkbox"/> Use the TL as vehicle of Instruction <input type="checkbox"/> Design and carry out Interpersonal tasks <input type="checkbox"/> Backward Design with functional goals & objectives	<input type="checkbox"/> Teach grammar as a concept & use in context <input type="checkbox"/> Design & carry out interactive interpretive tasks <input type="checkbox"/> Provide appropriate feedback
Teaching for Learning: Planning Using Goals	
Acquisition Goals	Meaning Goals
The Power & Beauty of Functions	
What is a <i>function</i> ?	
Spiraling with <i>functions</i>	
The Role of Grammar Fundamentals Discovery Learning Model	Approaches to Grammar Instruction <ul style="list-style-type: none"> Inductive Guided Explicit
<ul style="list-style-type: none"> PACE Model Points from Research Guidelines	<ul style="list-style-type: none"> Concept Attainment Model Points from Research Guidelines
<ul style="list-style-type: none"> Input Processing Model Points from Research Guidelines	
ACTIVITY A: Read each statement about the future and decide whether each is probable or improbable for the year 2030. Probable Improbable In the year 2030 ... _____ _____ ...they will invent a flying car. _____ _____ ...I will be married with kids. _____ _____ ...we will have more political issues. _____ _____ ...the president will be a woman.	ACTIVITY B: Circle all the –ing verb forms in the following paragraph. Daria is sitting in a world languages teaching methods course at Notre Dame. She is thinking to herself “Are these guys selling me snake oil? Or am I just not hearing them correctly?” The presenter is talking about new ways to focus on grammar. Daria is not sure that she’s buying it...

<p>ACTIVITY C: Bill Clinton: Before and After</p> <p>A recent article discussed Bill Clinton’s presidency & his retirement. Decide whether each excerpt taken from the article refers to Bill Clinton’s life during his presidency or now, during his retirement.</p>	<p>ACTIVITY D: My Summer Vacation: Two Perspectives</p> <p>Step 1: Are teachers’ lives really that different from their students? Read about your instructor’s plans for this summer & decide whether or not each activity would be fun for you.</p>																																							
<table><tr><th>As President</th><th>Now</th><th>Bill Clinton ...</th></tr><tr><td>_____</td><td>_____</td><td>... speaks at universities.</td></tr><tr><td>_____</td><td>_____</td><td>... had many meetings everyday</td></tr><tr><td>_____</td><td>_____</td><td>... met with world leaders.</td></tr><tr><td>_____</td><td>_____</td><td>... eats healthy foods regularly.</td></tr><tr><td>_____</td><td>_____</td><td>... plays with his granddaughter.</td></tr><tr><td>_____</td><td>_____</td><td>... had many assistants & helpers.</td></tr><tr><td>_____</td><td>_____</td><td>... spoke often to Congressmen.</td></tr></table> <p>Step 2: What else does Bill do now and did he do then? What other activities can you and a partner come up with?</p>	As President	Now	Bill Clinton ...	_____	_____	... speaks at universities.	_____	_____	... had many meetings everyday	_____	_____	... met with world leaders.	_____	_____	... eats healthy foods regularly.	_____	_____	... plays with his granddaughter.	_____	_____	... had many assistants & helpers.	_____	_____	... spoke often to Congressmen.	<table><tr><th>Fun</th><th>Not Fun</th><th>I ...</th></tr><tr><td>_____</td><td>_____</td><td>...will spend two weeks in Europe.</td></tr><tr><td>_____</td><td>_____</td><td>...will take a road trip with my family.</td></tr><tr><td>_____</td><td>_____</td><td>...will get a head start on fall classes.</td></tr><tr><td>_____</td><td>_____</td><td>...will work part-time at a bookstore.</td></tr></table> <p>Step 2: One of these statements made by the instructor is not true. Can you guess which one your instructor is <u>not</u> actually planning to do? Together with a partner, see if you can agree on which one is false and be ready to support your guess with a reason why.</p>	Fun	Not Fun	I ...	_____	_____	...will spend two weeks in Europe.	_____	_____	...will take a road trip with my family.	_____	_____	...will get a head start on fall classes.	_____	_____	...will work part-time at a bookstore.
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<p>ACTIVITY E: The Model Student.</p> <p>Step 1: Do you consider yourself an organized, responsible student? Are you a sterling role model for others to follow? Let’s find out! See how many characteristics of a responsible student match you.</p> <p>A responsible student ...</p> <p>_____ wakes up early & has a healthy breakfast</p> <p>_____ lays out the clothes they are going to wear the night</p> <p>_____ arrives at school early to review for class discussions</p> <p>_____ tries to get all their homework done before dinner.</p> <p>_____ goes to bed early so they can get eight hours of sleep</p> <p>_____ falls asleep quickly and easily because they have worked so hard.</p> <p>Step 2: Are any of the actions in Step 1 overly responsible, bordering on obsessive? Which ones? Be ready to share your thoughts.</p>	<p>ACTIVITY E MULLIGAN: The Model Student.</p> <p>Step 1: Do you consider yourself an organized, responsible student? Are you a sterling role model for others to follow? Let’s find out! See how many characteristics of a responsible student match you.</p> <p>A responsible student ...</p> <p>_____ 1. ... wakes up early.</p> <p>_____ 2. ... eats breakfast.</p> <p>_____ 3. ... arrives early to class.</p> <p>_____ 4. ... finishes homework before class.</p> <p>_____ 5. ... goes to bed early.</p> <p>_____ 6. ... falls asleep quickly.</p> <p>Step 2: Are any of the actions in Step 1 overly responsible, bordering on obsessive? Which ones? Be ready to share your thoughts.</p>																																							
<p>ACTIVITY F: Pop Culture Icons</p> <p>A recent article in a pop culture magazine summarized the lives and contributions of major figures in the rock-n-roll industry. Below are just a few excerpts from the article. For each excerpt, decide whether the author of the article was referring to Rhianna or to Bono and the Edge.</p> <table><tr><th></th><th>RiRi</th><th>Bono & the Edge</th></tr><tr><td>...travels all over the world</td><td>_____</td><td>_____</td></tr><tr><td>...play the guitar.</td><td>_____</td><td>_____</td></tr><tr><td>...sings before thousands.</td><td>_____</td><td>_____</td></tr><tr><td>...writes a lot of songs.</td><td>_____</td><td>_____</td></tr><tr><td>...make music videos.</td><td>_____</td><td>_____</td></tr><tr><td>...raise money for charities.</td><td>_____</td><td>_____</td></tr></table> <p>Step 2: ??????</p>		RiRi	Bono & the Edge	...travels all over the world	_____	_____	...play the guitar.	_____	_____	...sings before thousands.	_____	_____	...writes a lot of songs.	_____	_____	...make music videos.	_____	_____	...raise money for charities.	_____	_____	<p>References</p> <p>Farley, Andrew. 2004. <i>Structured Input: Grammar Instruction for the Acquisition-Oriented Classroom</i>. New York: McGraw Hill.</p> <p>Lee, James & Bill VanPatten. 2003. <i>Making Communicative Language Teaching Happen</i> (2nd ed.). New York: McGraw Hill.</p> <p>Shrum, Judith & Eileen Glisan. 2005. <i>Teacher’s Handbook: Contextualized Language Instruction</i>, 3rd ed. Boston: Thomson & Heinle,</p> <p>Silver, Harvey F., Richard W. Strong & Matthew J. Perini. 2007. <i>The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson</i> (Chapter 7: Concept Attainment. ASCD.</p> <p>Wong, Wynne. 2004. <i>Input Enhancement: From Theory and Research to the Classroom</i>. New York: McGraw Hill.</p>																		
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